**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Tasks 1 and 2** | | |
| **Essential Question(s):**  How can I show that I know how to count on from any number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Set of student materials for modeling** | | **Student:**  **Number cards in bags, dice, recording sheet, pencil** | | | **Counting on** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1 NBT .1** | | | | | |
| **I can Statement(s):**  I can count from 1 to 120.  I can count on from a given number to another given number.  I can write numbers. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed:**  Model picking a number from the bag. Next roll the dice to show a number. On their paper write the number they picked from the bag, circle that number on their paper. Starting with the number they picked from the bag (count on ) the total of numbers they rolled. eg. You picked number 56 from the bag. The number you rolled on the dice was 4. Write from 56 on four more numbers. 56 ( 57. 58, 59, 60) Repeat several times | | | | | |
| **Guided Practice:** Have students take turns modeling in the large group how to play the game. | | | | | |
| **Independent Practice:** Students are sent to their desk to repeat this task 10 times. | | | | | |
| **Closing/Summarizing Strategy:** Children share their number they counted on to a partner. The partner will check their work. Bring back to the carpet to share their product, as a whole group. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Use larger numbers to count on from. | | | More practice | | |  |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |